



Learning and Teaching Policy

Aims:

1. To support the quality of both learning and teaching within the school.
2. To assist in the raising of standards of attainment and accelerate progress throughout the school.
3. To increase consistency, continuity, progression and balance in matters of classroom practice within and between the year groups.

At Porters Grange we believe it is central to learning and teaching that each child should have access to a curriculum, which has:

1. **Breadth** – brings pupils into contact with different areas of learning - aesthetic and creative, human and social, linguistic and literacy, mathematical, moral, physical, scientific, spiritual and technological as well as the four elements of learning associated with them: knowledge, concepts, skills and attitudes.
2. **Balance** – between each area of experience offered to pupils, between teaching approaches and between forms of classroom organisation.
3. **Progression** – builds on existing knowledge. Learning and teaching experiences are ordered so as to facilitate pupil progress.
4. **Continuity** – activities relate to and build upon previous work in the school.
5. **Relevance** – seen by pupils to meet their present and prospective needs.

Learning is the process of making meaning out of experience.

Teaching is the process of guiding and facilitating learning.

For learning and teaching to be successful we believe children need:

1. **Rich Learning Experiences where children:**
 - build on their own success
 - engage in worthwhile assessment of their work to identify future needs and next steps
 - establish positive attitudes towards lifelong learning
 - acquire a sense of well-being and a concern for others
 - embed the key concepts and enquiry skills associated with the different curriculum areas

- manage their own time and meet the challenge of completing work in a specified time limit
- practise new skills
- gain first-hand experience, engage in investigative work and communicate their findings in a variety of ways
- engage in problem solving
- design, make and evaluate
- produce work for a variety of audiences
- have fun and gain the confidence to take learning risks

2. **A Stimulating Learning Environment which:**

- promotes effective learning and supports progress
- allows pupils to select materials appropriate to the task
- facilitates both independent and collaborative work
- enables pupils to have access to a range of learning resources
- ensures that available space and materials are used to their best advantage
- means resources for learning are effectively stored, labelled and displayed
- reflects current themes of work and values effort and achievement
- increasingly promotes responsibility for the children's own learning

3. **Wide-ranging Learning Contexts where children can:**

- work quietly and individually at a table
- work collaboratively as a group member
- work individually but move about to research and find things out
- work from their own and others' ideas
- answer questions from a book or worksheet
- use a range of media to learn
- discuss their work with the teacher
- talk with other pupils about their work
- discuss their work with the class as a whole
- help another child with their work
- read quietly and reflect
- observe and listen
- predict and analyse
- work at home

4. **Excellent Teachers who:**

- demonstrate the highest expectations of all their pupils
- plan for the medium and short term with clear learning objectives and supportive success criteria
- demonstrate a secure command of the teaching of literacy and numeracy skills
- ensure continuity, progression and effective differentiation for all pupils and groups in lesson plans
- assess regularly to evaluate the children's progress and success of teaching
- keep all school record sheets and pupil profiles up to date

- follow the school marking policy to accelerate learning
- seek advice from subject leaders to monitor the progression of learning
- meet in year group meetings, phase meetings and informally, to share knowledge about delivery of the curriculum and how the pupils are progressing
- show a sense of humour and a good rapport with the children
- have firm, but fair discipline
- remain positive and use praise rather than criticism

At Porters Grange we acknowledge the need for consistency in good and outstanding teaching and so have created expectations for all classrooms and learning contexts, namely our ‘Porter’s Package’:

- ✓ Clear and relevant learning objective
- ✓ Supportive and carefully worded success criteria referenced throughout
- ✓ High level questioning and class discussion
- ✓ All children 100% engaged in all parts of the lesson - no coasting children!
- ✓ Quality display and working walls - referenced and supporting learning
- ✓ Differentiated planning targeting genuine learning needs of all abilities
- ✓ Differentiated teaching and resources to support and challenge learners
- ✓ Learning support assistants empowered to make significant impact on progress
- ✓ Activities stimulate cognitive challenge
- ✓ Marking and feedback ‘makes the difference’
- ✓ Excellent standards of presentation – pupil and teacher
- ✓ Highest expectations of behaviour
- ✓ T skills integrated across the curriculum

Monitoring and Assessing of Learning and Teaching

Class Teachers are involved in planning as a year group on a weekly basis and individually on a daily basis. They regularly assess their pupils’ achievement against learning objectives. Children are tracked through the school in the core subjects. There is critical self-evaluation by teachers of curriculum delivery and learning outcomes and discussion of the achievement of targets set within year group planning. Children are encouraged to self assess through reviewing their targets for improvement and to examine their progress through looking back through exercise books etc.

Subject Leaders ensure quality medium term planning is in place for their subjects. They sample work to monitor standards and support the wider staff. Discussion continues throughout the year in staff meetings, year group meetings and informally. They also lead in-service training to ensure that all staff are secure in the delivery of their curriculum area. They organise regular assessments (in the core subjects) and policies kept are under constant review.

The Assistant Headteachers sample work, sample planning, and monitor teaching and team-teach with other staff to reflect on and develop practice across the curriculum.

The Heads of School ensure teachers have effective long and medium term planning for each term and monitor the short term plans and short term assessments. They organise courses and in-service training to ensure that curriculum needs are met. They regularly monitor the quality of learning and teaching across the school. As NQT mentors they monitor the development of the teaching skills of newly qualified teachers through regular meetings and classroom observations. Findings are reported to the SLT and local authority so that the NQT can gain QTS status.

The Head of Learning and Teaching for the MAT creates and develops the monitoring cycle. He co-ordinates the support and training needed as identified from the monitoring, often signposting best practice in other Portico schools, and is involved in joint observations to ensure consistency of monitoring. He reports to governors and the trustees on the quality of learning and teaching.

The CEO keeps an overview of standards through the Performance Management Programme (together with the **Performance Management Co-ordinator**) and particularly through:

- meeting with the SLT to discuss learning and teaching criteria and outcomes
- sampling books to ensure implementation of the marking policy and equality of opportunity throughout the year groups
- inspecting test scores and target setting

Equal Opportunities

Through our teaching and learning we seek to promote a policy of equal opportunities:

Children are regarded as individuals and differences of gender, race, religion, culture and home background or disabilities are respected

Our SEND policy is an important aspect in equal opportunities in that children are helped to gain access to the curriculum and to receive praise and recognition for their achievements

When considering new resources subject leaders are increasingly aware to avoid buying materials which would perpetuate inappropriate attitudes or bias of any kind